



# Bosham Primary School

A **Bosham** Primary School **child** is . . .  
**independent, creative and emotionally intelligent.**

They have a passion and curiosity for learning, with high aspirations and they will leave us with a portfolio of memorable knowledge, skills and understanding of the wide world around them.



## HEADTEACHER RECRUITMENT PACK

### CONTENTS:

1. Letter from Chair of Governors
2. About our school
3. What key things we see as important in our new headteacher (pupils, parents, staff, governors)
4. Job description
5. Person specification
6. About Bosham and surrounding area
7. Application process

### Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children. We expect all staff, governors, volunteers and visitors to share this commitment. The post is subject to enhanced disclosure from the Disclosure and Barring Service (DBS), satisfactory references, proof of qualification, medical declaration and proof of entitlement to work in the UK.



# Bosham Primary School

## LETTER FROM CHAIR OF GOVERNORS

Dear Applicant

On behalf of the Governing Board, I would like to thank you for your interest in the post of Headteacher at Bosham Primary School.

As you will see from our advert, we are seeking an enthusiastic and inspirational leader to take this popular school to the next stage in its journey in securing outstanding provision.



Our vision and values drive the way we currently work and think, and we are therefore looking for someone who will embrace this approach but also take it further.

We believe that this is an exciting opportunity for someone who has proven leadership qualities.

You will become part of our whole school community which includes happy and motivated children, a talented and committed staff team, supportive parents and a Governing Board who all work in partnership as part of an effective team.

The whole school has contributed to this application pack to help you gain an understanding of our school, our vision and our hopes for the future.

If you feel that you have the skills, experience and enthusiasm we are looking for, then we would very much welcome your application.

We encourage you to make an informal visit to the school to find out more. (Visits are, of course, subject to Covid restrictions.) To arrange a visit, please contact the school office on 01243 572375 or [office@boshamprimary.co.uk](mailto:office@boshamprimary.co.uk)

In your letter of application, please address the Person Specification enclosed within this pack and provide evidence of impact from your current/past experience. Your letter should be no more than two sides of A4 when typed.

The closing date for applications is **noon on Monday 26 April 2021** and interviews will be held on 17 and 18 May 2021.

Please email your completed application to: [HRSchoolAdverts@westsussex.gov.uk](mailto:HRSchoolAdverts@westsussex.gov.uk) (quoting reference number **16372**). Please provide two referees: one of which should be your current Chair of Governors/Headteacher, one from your local authority.

Please let me know if you need any support to enable you to participate in the recruitment process. We look forward to receiving your application.

Yours sincerely,  
Catherine Hemsley,  
Chair of Governor  
[chemsley@boshamprimary.co.uk](mailto:chemsley@boshamprimary.co.uk)



# Bosham Primary School



## ABOUT OUR SCHOOL

Bosham Primary School is a vibrant and thriving village school where children are enthusiastic and motivated to achieve across all areas of learning. Children are at the heart of every decision we make. Everything we do is designed to create the very best learning environment we can, to enable all children to thrive.

## Vision and Values

**Independent, creative, emotionally intelligent**

A Bosham child has a passion and curiosity for learning, has high aspirations and will leave us with a portfolio of memorable knowledge and understanding of the world around them.



## Our Core Values

Learning at our school is based on a set of core values that we evolved by working with our whole school community.

The core values of independence, creativity, and emotional intelligence underpin each of our learning experiences.

We actively plan opportunities for the children to develop in those areas as we believe they are the key to helping children become lifelong learners

These values underpin the whole of the learning and teaching in our school. As teachers plan children's learning, they hold this set of values at the heart of their thinking and preparation.

We believe when you look around our school you will discover excited and motivated learners who demonstrate these values.





# Bosham Primary School

## Curriculum Statement

Everything we do in school supports our vision. As class teachers and subject leaders we are able to clearly articulate the purpose of what we are doing and why we are doing it.

Our approach involves learning differently. We take a **Key Enquiry Question** for the term: 'Can one person change the world?' and match **key concepts** with this question. This is usually four concepts, but can be more if necessary. The key concepts are rooted in our core values and include concepts such as: relationships, creativity, responsibility, sustainability. The term is then split into shorter 'learning experiences' which tackle learning in smaller, intense bursts. Instead of attempting to link all areas of the curriculum, it focuses on just two or three areas which are immediately relevant to the learning experience.



Each learning experience includes:

- **A whizzy title** to capture interest and leave the children wanting to find out more.
- **An authentic outcome or Big Picture** with a purpose for learning. This will be something the children are aiming to achieve by the end of the learning experience. This could be running a museum or café, exhibiting art work in a gallery or an exhibition.
- **A hook** that happens right at the beginning of a learning experience which makes the learning irresistible and exciting.
- **A series of steps** that lead them through the journey to the authentic outcome.
- **Key knowledge outcomes** which are split into two strands and are taken from The Chris Quigley Essentials full spectrum curriculum. The two strands: propositional knowledge – knowledge/content (essential opportunities) and procedural knowledge – skills (essentials for progress).



This approach means learning is meaningful and equips the children to become learners who are aiming for an end goal. There is a greater sense of a journey through the curriculum as the children understand the steps they are taking to reach their destination.



# Bosham Primary School

## Key Facts

<b>Type of School</b>	Community School
<b>School Age Range</b>	4-11 years
<b>Location</b>	Bosham, West Sussex
<b>Budget</b>	Circa £900k
<b>Number of Children</b>	210
<b>Average class size</b>	30
<b>Number of Staff</b>	13 teaching staff (9.44 FTE) 18 support staff (8.87 FTE)
<b>% of children on FSM/PP</b>	3.8%
<b>% of children with SEND</b>	13.4%
<b>Ofsted Category</b>	Good (inspected: 28–29 November 2018) <a href="https://www.boshamprimary.co.uk/attachments/download.asp?file=1170&amp;type=pdf">https://www.boshamprimary.co.uk/attachments/download.asp?file=1170&amp;type=pdf</a>

For further information please click on the link below to our school website, including a virtual tour which was created by our pupils in lockdown:

<https://www.boshamprimary.co.uk>



# Bosham Primary School

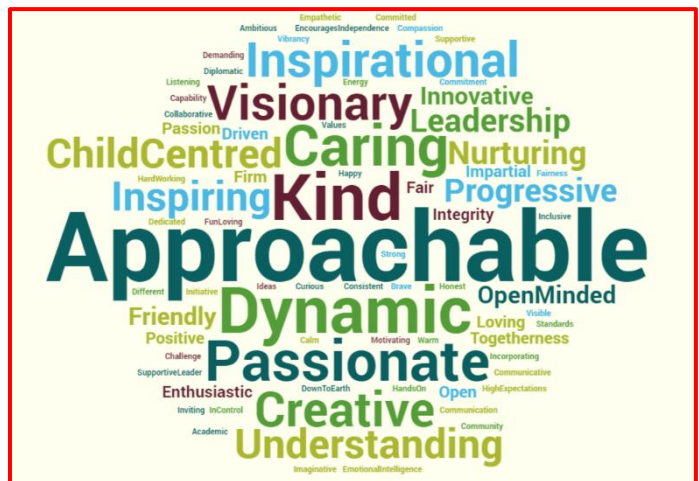
WHAT KEY THINGS  
WE SEE AS IMPORTANT IN  
OUR NEW HEADTEACHER



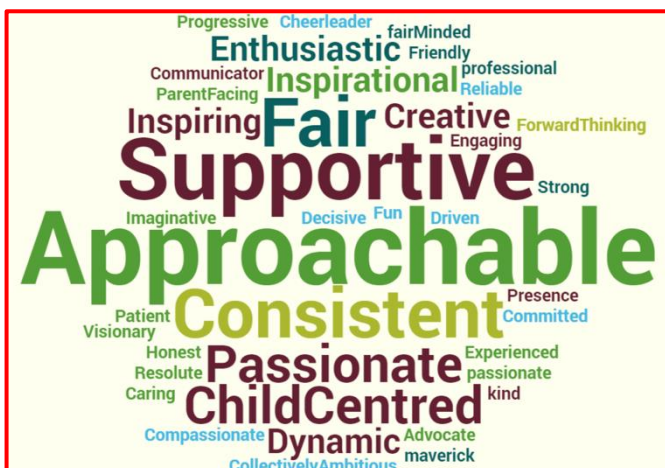
Our Children:



Our Parents:



Our Staff:



Our Governors:







# Bosham Primary School

## ABOUT BOSHAM AND SURROUNDING AREA



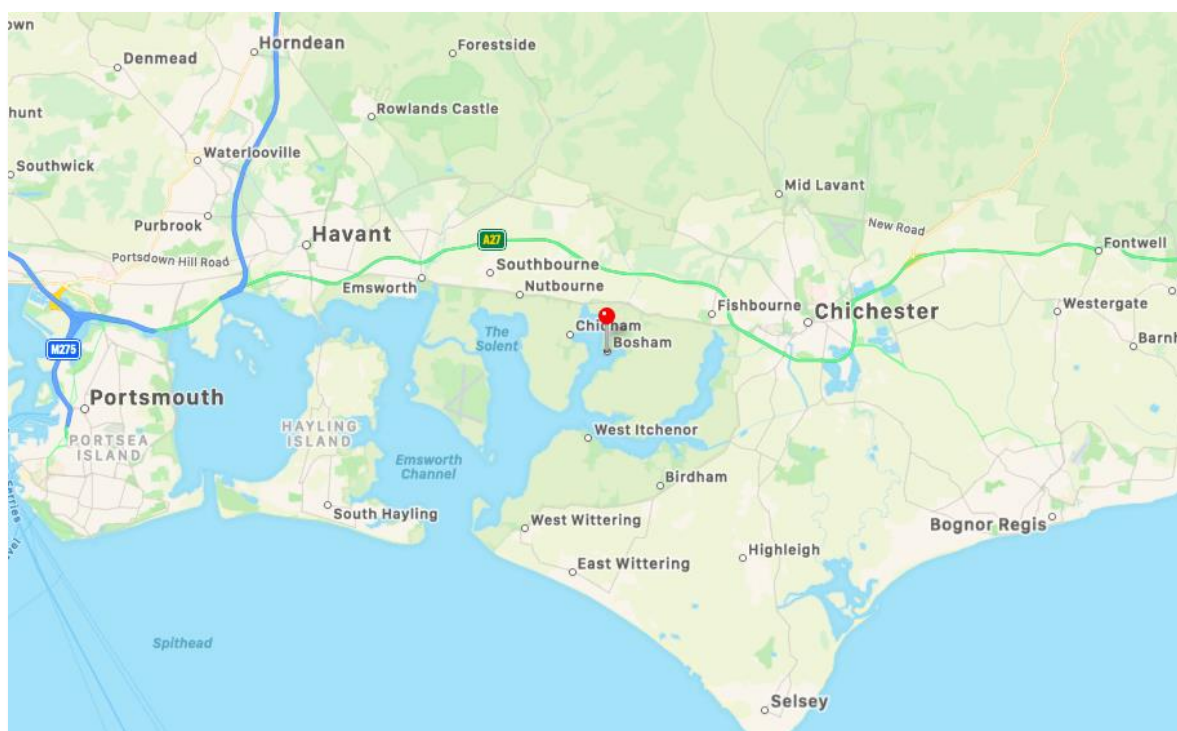
Bosham is definitely one of the prettiest villages on the south coast with a vibrant but relaxed atmosphere.

It is situated south of Chichester and set between two tidal creeks at the eastern end of Chichester harbour.

There's a lovely and ancient church which is shown on the Bayeux Tapestry, tea shops, restaurants, sailing clubs and lots of things happening on the water most of the time.

The Quay is a perfect location to watch the activity on and off the water and out of season it is equally beautiful, with glorious sunsets to be seen above the coastline and walks to be enjoyed along the shore.

Bosham and the surrounding South Downs are fabulous for walking, cycling, bird watching and relaxing with a picnic soaking up the environment.



# HEADTEACHER JOB DESCRIPTION

**SCHOOL NAME:** Bosham Primary School

**PAY RANGE:** Group School, ISR – Leadership Spine Points 12-18 (LD 12 £55,338 – LD 18 £64,143)

**RESPONSIBLE TO:** The Governors (the Local Authority)

**Main Purposes of the Job:** To provide professional leadership for the school which secures its success and improvement over the short, medium and long-term, ensuring high quality education which inspires and motivates its pupils and improves standards of learning and achievement.

To work with and through others to secure the commitment of the wider community to the school.

To be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders.

To create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to and to promote and safeguard the welfare of children and young people s/he is responsible for, or comes into contact with.

To carry out the duties set out in the School Teachers' Pay and Conditions Document.

## Main tasks

### Qualities and Knowledge

1. Articulate and promote the school's distinctive aims and ethos by working with governors and school staff to identify, affirm and develop the school's vision.
2. Model exemplary professional behaviour towards pupils, staff, governors and others in the school community in terms of attitude, relationships, integrity and continual professional development.
3. Keep up-to-date with any proposed or actual changes in legislation, guidance and research that is relevant to the school.
4. Keep staff and governors informed of trends in education theory, research and opinion and how these impact on the school's vision and improvement priorities.
5. Engage parents effectively in the education and development of their children.
6. Take direct responsibility for the school's continuous improvement.
7. Demonstrate an up-to-date understanding of how school leaders make use of public money, the processes that underpin this and how accountability is assured.
8. Oversee and ensure the school's accountability to other agencies that work on behalf of children and families.

### Pupils and Staff

1. Track and report on the attainment of all pupils within the school, including disadvantaged individuals and group.
2. Benchmark the school's performance against other schools, both locally and nationally.
3. Ensure the delivery of a broad and balanced curriculum, where all statutory duties are met, with ambitious standards of achievement.
4. Ensure that appropriate pastoral care, guidance and support is available to all pupils, including the most vulnerable, those with special needs or disabilities.



5. Secure excellent teaching through identifying and sharing best practice and appropriate staff development.
6. Energise and inspire colleagues by creating an open culture where success is celebrated and weaknesses are challenged supportively.
7. Use formal systems such as Performance Management and informal knowledge of staff aspirations to offer opportunities for wider responsibility in ways that are transparent and equitable to all staff.
8. Oversee and report on a system of performance management that is proportionate to the roles undertaken, but supportive of improving outcomes for children.

#### Systems and Processes

1. Ensure that key policies are current, accessible and understood by relevant staff and governors, taking action to address any oversights or weaknesses where these occur.
2. Deploy staff effectively, having regard for personnel policies and equality of opportunity.
3. Create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to.
4. Seek views and consider feedback from children, staff and families.
5. Hold all staff to account for their professional conduct and practice or establish systems for other senior leaders to do so.
6. Respond positively to appropriate challenge and support from governors, providing timely, accurate and transparent information to enable them to carry out their strategic role.
7. Provide, in turn, appropriate support and challenge to governors to enable them to fulfil their strategic role.
8. Be accountable for pupils' progress and achievement.
9. Balance the long term needs of the school with the priorities in the current improvement plan.
10. Adhere to the Schools Financial Value Standard (SFVS) in deployment of budgets and resources, both human and material.
11. Demonstrate effective leadership in agreeing improvement priorities and effective management in executing the agreed plans.
12. Develop a culture and systems that make roles and responsibilities clear and manageable, whilst holding all staff to account for the expected outcomes.
13. Delegate staff responsibilities effectively.

#### The Self-Improving School System

1. Make use of external benchmarking or partners to evaluate any innovation and to moderate the school's own methods.
2. Identify and develop future leaders.
3. Participate in and contribute to local and national leadership improvement opportunities.
4. Create systems that allow the school to engage effectively with agencies and bodies such as: other schools; social care; health authorities and businesses.
5. Model, develop and disseminate good practice.

# HEADTEACHER PERSON SPECIFICATION

*The Governing Board of Bosham Primary School is determined to ensure that the school, which has the highest aspirations, provides an excellent centre of learning for all within its community. We are looking for a headteacher who can both deliver and further develop this vision. The successful applicant will have the following characteristics:*

<b>Qualities and Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
1. Hold and be able to articulate clear values and moral purpose, focused on providing an outstanding education for all pupils.	<b>X</b>	
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.	<b>X</b>	
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on his/her own scholarship, expertise and skills, and that of those around them.	<b>X</b>	
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	<b>X</b>	
5. Work with careful judgement and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy in the school's context.	<b>X</b>	
6. Communicate compellingly the school's vision and drive the strategic leadership of that vision, empowering all pupils and staff to excel.	<b>X</b>	

<b>Pupils and Staff</b>	<b>Essential</b>	<b>Desirable</b>
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	<b>X</b>	
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	<b>X</b>	
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	<b>X</b>	
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	<b>X</b>	
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	<b>X</b>	
6. Hold all staff to account for their professional conduct and practice.	<b>X</b>	

<b>Systems and Process</b>	<b>Essential</b>	<b>Desirable</b>
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<b>X</b>	
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	<b>X</b>	
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	<b>X</b>	

4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions in relation to the school's improvement strategy and hold the headteacher to account for pupil, staff and financial performance.	<b>X</b>	
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	<b>X</b>	
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	<b>X</b>	

<b>The Self-improving School System</b>	<b>Essential</b>	<b>Desirable</b>
1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.	<b>X</b>	
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	<b>X</b>	
3. Question educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research.	<b>X</b>	
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	<b>X</b>	
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.	<b>X</b>	
6. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.	<b>X</b>	

<b>Qualifications and Experience</b>	<b>Essential</b>	<b>Desirable</b>
1. QTS and be an excellent practitioner.	<b>X</b>	
2. Hold NPQH or similar or be prepared to complete or undertake appropriate CPD for serving Headteachers.		<b>X</b>
3. Be proven or a developing leader, with current or recent experience as a senior leader in a primary school with a drive to improve their own practices and that of others.	<b>X</b>	

<b>Additional Criteria</b>	<b>Essential</b>	<b>Desirable</b>
1. Evidence of seeking external quality assurance.		<b>X</b>
2. Forward thinking and creative in ways to future proof the school.		<b>X</b>
3. Outward looking with experience of working with a range of partners and the local community.		<b>X</b>
4. Passionate about pupils' learning based on research.		<b>X</b>
5. Using innovation to build on current successes with the school community.		<b>X</b>





# Bosham Primary School

## APPLICATION PROCESS

Closing date: **Noon Monday 26<sup>th</sup> April 2021**

Interviews: Monday 17<sup>th</sup> and Tuesday 18<sup>th</sup> May 2021

Start date September 2021/January 2022

- Visits to the school and area are warmly welcomed within the guidelines of the COVID19 restrictions, currently this would mean visiting outside school hours. To arrange a visit, please contact the school office during term time on 01243 572375 or email: [office@boshamprimary.co.uk](mailto:office@boshamprimary.co.uk)
- To discuss the role in more detail please contact Catherine Hemsley, Chair of Governors at: [chemsley@boshamprimary.co.uk](mailto:chemsley@boshamprimary.co.uk)
- The application form can be found on the West Sussex jobs page
- Please note that we do not accept CVs
- Your letter of application should address the person specification and provide evidence from your current or past experience of how you consider you meet the requirements set out. Your letter, when typed, should not exceed two sides of A4
- Completed applications should be submitted by email only to: [HRSchoolAdverts@westsussex.gov.uk](mailto:HRSchoolAdverts@westsussex.gov.uk)
- All applications will, of course be treated in the strictest confidence
- References will be taken up, for shortlisted candidates, one of which should be from your current Chair of Governors/Headteacher, and the other from your local authority

**Bosham Primary School, Walton Lane, Bosham, Chichester, West Sussex PO18 8QF  
01243 572375 [office@boshamprimary.co.uk](mailto:office@boshamprimary.co.uk)**